DOCUMENT RESUME

ED 424 206 SP 038 172

TITLE	Educator Preparation in Colorado Report, No. 25. A Summary of Annual Reports Submitted by Colorado Educator Preparation Institutions for the Period August 31, 1996 through September 1, 1997.
INSTITUTION	Colorado State Dept. of Education, Denver. Office of Professional Services.
PUB DATE	1998-04-00
NOTE	37p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; College Graduates; Educational Change; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Improvement; *Teacher Certification
IDENTIFIERS	*Colorado

ABSTRACT

The Rules for the Administration of the Educator Licensing Act of 1991 requires Colorado institutions of higher education approved to provide educator preparation programs submit annual reports to the Colorado Department of Education. The reports are intended to facilitate communication between the institutions and the Department of Education and to inform the Colorado State Board of Education about current developments in educator preparation in the state. The data in this report were submitted by Colorado deans of education and indicate the number of education students recommended for licensure and endorsements during the 1996-97 school year. Additional information has been provided concerning implementation of new program standards. Information on the 16 institutions of higher education includes number of students recommended for licensure and endorsements; endorsement area; and Colorado teacher education graduates from 1972-82, 1982-94, and 1994-96. For each institution, the report discusses supportive or adverse developments on the campus that affected the institution's educator preparation program; actions taken to correct deficiencies or improve conditions identified as needing attention during site visits or through correspondence; and progress made toward meeting the new endorsement standards in several areas: Early Childhood Education, English, Mathematics, Science, Social Studies, Linguistically Different Education, Special Service areas, Professional Education, School Principals, and School Administrators. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 206

EDUCATOR PREPARATION IN COLORADO

1996-97

Colorado Department of Education

William J. Moloney
Commissioner of Education
State of Colorado

April, 1998

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N. Bolt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Colorado State Board of Education

Patricia M. Hayes, Chairman	6th Congressional District Aurora
Thomas M. Howerton, Vice Chairman	5th Congressional District Colorado Springs
John Evans	Member-at-Large Parker
Gully Stanford	1st Congressional District Denver
Patti Johnson	2nd Congressional District Broomfield
Clair Orr	4th Congressional District Kersey
Pat Chlouber	3rd Congressional District Pueblo

William J. Moloney
Commissioner of Education
State of Colorado

A REPORT

OF

EDUCATOR PREPARATION IN COLORADO

NO. 25

**A Summary of Annual Reports
Submitted by
Colorado Educator Preparation Institutions
for the Period
August 31, 1996 through September 1, 1997**

**Published by the
Office of Professional Services**

**Eugene J. Campbell, Assistant Commissioner
Patricia D. Pease, Senior Consultant
Nita Jiron, Staff Assistant**

COLORADO DEPARTMENT OF EDUCATION

**WILLIAM J. MOLONEY
COMMISSIONER OF EDUCATION
STATE OF COLORADO**

**DENVER, COLORADO
APRIL, 1998**

INTRODUCTION

Section 16.08 of the Rules for the Administration of the Educator Licensing Act of 1991 requires Colorado institutions of higher education approved to provide educator preparation programs submit annual reports to the Colorado Department of Education. These reports are intended to facilitate communication between the institutions and the Department of Education and to inform the Colorado State Board of Education of current developments in educator preparation in the state. The data in this report was submitted by Colorado deans of education and indicates the number of education students recommended for licensure and endorsements during the 1996-97 school year. Additional information has been provided concerning implementation of new program standards.

ADAMS STATE COLLEGE

COLORADO CHRISTIAN UNIVERSITY

COLORADO COLLEGE

COLORADO STATE UNIVERSITY

FORT LEWIS COLLEGE

METROPOLITAN STATE COLLEGE

MESA STATE COLLEGE

REGIS UNIVERSITY

UNIVERSITY OF COLORADO - BOULDER

UNIVERSITY OF COLORADO - COLORADO SPRINGS

UNIVERSITY OF COLORADO - DENVER

UNIVERSITY OF DENVER

UNIVERSITY OF NORTHERN COLORADO

UNIVERSITY OF PHOENIX

UNIVERSITY OF SOUTHERN COLORADO

WESTERN STATE COLLEGE

COLORADO INSTITUTIONS OF HIGHER EDUCATION
APPROVED FOR EDUCATOR PREPARATION PROGRAMS
Numbers of Students Recommended for Licensure & Endorsements
1996-97
Total: 2682

ADAMS STATE COLLEGE	87
COLORADO COLLEGE	40
COLORADO CHRISTIAN UNIVERSITY	34
COLORADO STATE UNIVERSITY	206
FORT LEWIS COLLEGE	67
MESA STATE COLLEGE	58
METROPOLITAN STATE COLLEGE	394
REGIS UNIVERSITY	132
UNIVERSITY OF COLORADO-BOULDER	240
UNIVERSITY OF COLORADO-COLORADO SPRINGS	138
UNIVERSITY OF COLORADO-DENVER	277
UNIVERSITY OF DENVER	173
UNIVERSITY OF NORTHERN COLORADO	588
UNIVERSITY OF PHOENIX	74
UNIVERSITY OF SOUTHERN COLORADO	113
WESTERN STATE COLLEGE	61

NUMBERS OF STUDENTS RECOMMENDED FOR COLORADO LICENSURE, 1996-97 BY ENDORSEMENT AREAS
TOTAL: 2682

FINE ARTS	**88**
Art Education	45
Music Education	33
FOREIGN LANGUAGES	**33**
French	7
German	3
Japanese	0
Latin	1
Russian	0
Spanish	22
GENERAL ELEMENTARY EDUCATION	**1,041**
Early Childhood Education	46
Elementary Education	995
HEALTH, PHYSICAL EDUCATION	**70**
LANGUAGE ARTS	**206**
Drama	1
English Language Arts	184
Reading Teacher	8
Speech	13
LINGUISTICALLY DIFFERENT	**58**
Bilingual Education	36
English as a Second Language	22
MATHEMATICS	**82**
MIDDLE SCHOOL	**33**
SCIENCE	**139**
SOCIAL STUDIES	**202**
OCCUPATIONAL EDUCATION	**34**
Agriculture	6
Business Education	9
Distributive Education	2
Home Economics	2
Industrial Arts	14
Trades and Industry	1

PROGRAM SPECIALISTS	**93**
Counselor	73
Library Media Specialist	20
Reading Specialist	0
SPECIAL EDUCATION	**273**
Moderate Needs	137
Severe Needs: Cognitive	22
Severe Needs: Affective	44
Severe Needs: Vision	2
Severe Needs: Hearing	9
Severe Needs: Communication	5
Profound Needs	12
Early Childhood Special Education	34
Director, Special Education	8
SCHOOL ADMINISTRATION	**218**
Elementary Principal	9
Middle School/Junior High School Principal	4
Secondary Principal	8
Superintendent	1
Principal License	193
Administrator License	3
SPECIAL SERVICES	**112**
School Audiologist	4
School Nurse	7
School Psychologist	22
School Social Worker	30
Speech Correctionist/Language Specialist	23
Occupational Therapist	26
Peripatology	0
Physical Therapist	0

1996-97 ANNUAL REPORT

ENDORSEMENT AREA	ASC	CC	CSU	CCU	FLC	MSC	MESA	Regis	UC-B	UC-CS	UC-D	UD	UNC	UPX	USC	WSC	Total
Early Childhood Education					2	41	1						2				46
Elementary Education	36	26		29	31	195	29	85	106	37	72	53	209		58	29	995
Fine Arts																	
Art	1		6		2	12			10			4	6		1	3	45
Music	3		7	1	1	5	1		5			1	13		4	2	43
Foreign Language																	
French			2						2		2		1				7
German			1										2				3
Greek																	0
Italian																	0
Japanese																	0
Latin									1								1
Russian																	0
Spanish	2	1				2			2	1	2	1	9		2		22
Health-Physical Education																	
Health																	0
Physical Education	7		9		5	10	4						20		11	4	70
Language Arts																	
Drama													1				1
English	2	6	25	1	6	32	5	6	43	6	12	8	21		7	4	184
Reading Teacher										2	5		1				8
Speech			1			9							2		1		13
Linguistically Different: Bilingual					2	6					8		20				36
Linguistically Different: E.S.L.			1		4				3		10		4				22
Mathematics	3	1	19		1	13	5	1	14	5	2	2	12		1	3	82
Middle School				1				8		1			23				33
Occupational Education																	
Agriculture			6														6
Business Education			3					5					1				9
Distributive Education			2														2
Home Economics			2														2
Industrial Arts			11			1							1		1		14
Technical Education																	0
Trades & Industry			1														1
Program Service Specialists																	
Counselor	7		9							10	20		4	23			73
Library Media Specialist											13		7				20
Reading Specialist																	0
																	0

ENDORSEMENT AREA	ASC	CC	CSU	CCU	FLC	MSC	MESA	Regis	UC-B	UC-CS	UC-D	UD	UNC	UPX	USC	WSC	Total
Science	5	5	29		3	22	9	7	16	3	10	5	13		10	2	139
Social Studies	5	1	23	2	10	46	4	14	22	7	7	4	26		17	14	202
Special Education (New)																	
Moderate Needs	16							6	3	18	28	5	61				137
SN: Cognitive										16			6				22
SN: Affective										17	6		21				44
SN: Vision													2				2
SN: Hearing													9				9
SN: Communication											1		4				5
Profound Needs											3		9				12
Early Child. Spec. Ed.											19	7	8				34
Director, Spec. Ed.												3	5				8
School Administration																	
Elementary Principal													9				9
Junior High/Middle Principal													4				4
Secondary Principal													8				8
K-12 Principal																	0
Superintendent													1				1
Principal License			16							15	42	54	15	51			193
Administrator License			1									2					3
Special Services																	
School Audiologist									1				3				4
School Nurse													7				7
School Psychologist											15		7				22
School Social Worker			6									24					30
Sp. Corr./Lang. Specialist									12				11				23
Occupational Therapist			26														26
Peripatology																	0
Physical Therapist																	0
TOTALS	87	40	206	34	67	394	58	132	240	138	277	173	588	74	113	61	2682

COLORADO TEACHER EDUCATION GRADUATES
1972-1982

	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982
ısiness Education	149	197	172	117	107	51	66	36	43	51
ŋguistically Different	-	8	5	16	21	33	21	13	13	24
iver Education	-	-	-	-	-	-	-	1	0	0
ıe Arts	364	391	363	282	297	278	233	202	130	163
ıreign Languages	124	139	121	80	88	71	72	34	53	35
ɜmentary and Early Childhood Education	1,452	1,379	1,203	1,238	1,045	1,027	934	843	757	666
ıalth & Physical Ed.	186	377	357	328	276	333	272	270	246	215
nguage Arts	416	479	414	251	305	292	331	224	191	180
ıthematics	136	161	110	58	78	58	78	48	24	40
ddle School	-	-	-	-	5	8	9	6	4	6
ːcupational Education	331	249	320	208	247	241	238	169	147	123
ːience	212	168	229	169	132	124	141	78	73	81
ıcial Studies	599	726	521	284	195	185	174	158	116	115
ıecial Education	529	764	659	737	777	667	563	520	477	386
ogram Specialists	278	417	445	537	517	441	425	390	158	140
ːhool Administration	141	150	157	240	282	195	180	225	285	271
ıecial Services	97	117	170	189	221	191	222	188	207	159
TOTAL	5,012	5,722	5,246	4,741	4,598	4,187	3,950	3,405	2,924	2,655

COLORADO TEACHER EDUCATION GRADUATES
1982-1994

	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993	1993-1994
ısiness Education	28	36	23	36	31	54	53	31	37	30	30	24
ŋguistically Different	9	13	18	26	17	20	43	46	55	31	29	84
iver Education	0	-	-	-	-	-	-	-	-	-	-	-
ıe Arts	154	117	107	104	109	126	89	114	121	137	120	110
ɔreign Languages	37	32	29	48	62	66	67	49	47	47	54	46
ɘmentary And Early Childhood Education	785	656	661	756	796	975	1,036	1,071	959	915	975	1070
ɔalth and Physical Ed.	218	202	173	150	151	137	128	133	105	117	107	107
ŋguage Arts	128	125	133	144	140	172	227	170	203	207	239	258
ıthematics	33	47	78	84	134	142	163	120	116	112	120	131
ddle School	5	12	4	19	24	35	54	46	34	16	25	64
ːcupational Education	100	78	78	79	76	48	59	50	45	72	28	72
ːience	87	100	143	150	244	243	206	177	145	146	141	134
ɔcial Studies	110	112	102	129	140	169	217	200	181	237	188	227
ɔecial Education	311	310	280	326	301	336	319	338	230	300	333	385
ɔgram Specialists	125	104	111	138	145	137	148	147	131	171	114	134
ːhool Administration	239	289	305	379	330	329	437	353	318	323	262	432
ɔecial Services	136	109	116	141	109	152	103	103	112	92	55	142
TOTAL	2,505	2,342	2,361	2,709	2,809	3,146	3,349	3,148	2,839	2,853	2,820	3,396

COLORADO TEACHER EDUCATION GRADUATES
1994-1996

	1994-1995	1995-1996	1996-1997
usiness Education	14	12	9
nguistically Different	47	52	58
iver Education	-	-	-
ne Arts	76	92	88
oreign Languages	40	41	33
ementary And Early Childhood Education	1018	967	1041
ealth and Physical Ed.	101	66	70
nguage Arts	229	206	206
athematics	113	105	82
ddle School	24	23	33
cupational Education	41	30	25
ience	108	125	139
cial Studies	256	206	202
ecial Education	191	205	273
ogram Specialists	83	75	93
hool Administration	164	241	218
ecial Services	90	71	112
TOTAL	2,595	2,517	2,682

Adams State College

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

An institutional program review in the area of elementary education teacher preparation was delayed until 1998-99 because the program was being developed to meet new state standards.

The counselor education masters program received CACREP accreditation. This program includes the preparation of school counselors for licensure.

Dr. John Cross was hired as department head for the Department of Teacher Education. His leadership has resulted in positive change for this area.

Because of distressing low faculty salaries on this campus, we were unable to recruit faculty in Elementary Education for the last two years.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

No deficiencies were identified.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

A restructured program for elementary education is ongoing in the Department of Teacher Education.

The Bilingual Education and ESL endorsement programs are being assessed and will be submitted for review by CDE during Spring, 1998.

An endorsement program in Educational Leadership has been developed and will be submitted to CDE for review and State Board of Education approval.

Colorado College

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

There were two supportive developments on our campus during the specified period. Delta Kappa Pi, the international honor society, granted a charter to Chi Sigma chapter at Colorado College. Approximately 50 students and faculty were initiated in two meetings. The honor society recognized the outstanding achievements of our teacher education program students, and offers professional materials and scholarships to assist their studies. Also, the faculty unanimously approved a half-course on teaching English as a Second Language which will be available for the first time in January, 1998. The half-course will operate as an elective to supplement our approved program.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

N/A

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Courses in the relevant endorsement areas have been revised toward meeting the licensure standards; faculty have been advised of current requirements and have responded appropriately.

Colorado Christian University

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

A new Dean has been appointed in the School of Education- John Musciano. Mr. Musciano has been teaching at the University and has been the director of the Secondary Education Program for the past five years. Mr. Musciano is active in all phases of the University in support of the educator preparation programs.

Colorado Christian University has a new Vice President for Academic Affairs- Dr. Sid Buzzell. Also, the University is in the process of searching for a new president. In the interim, Dr. Lee Green is serving as President of the University.

There have been no adverse developments on campus.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

Enhancement of the curriculum lab is underway. A computer and printer will be added to the lab, and an upgrade to the physical condition of the lab is planned. Many new volumes are also being added to expand current holdings.

The program in Grand Junction has moved into a new facility with a new computer lab. There is positive support for the MACI Program. The State Board of Education has granted approval for expansion of the AceE program to Grand Junction.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

All courses offered at CCU are based on the new endorsement standards. At our annual retreat, all standards were incorporated into each course. All syllabi reflect the standards.

Colorado State University

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

Supportive Developments

Two new professional development schools (PDS) were established this Fall at Poudre High School and Centennial High School (an alternative high school). We have maintained our PDS partnerships with Rocky Mountain High School, Fort Collins High School, and Thompson Valley High School. Now all general methods courses (ED 450- Instructional Methods and Assessment) are PDS-based. All teacher education candidates thus receive their basic methods instruction through a PDS-site and public school partnership.

Drs. Corrine Mantle-Bromley and Lois Gould have collected evaluation data which examine placement status and satisfaction with the education program in the School of Education on groups of program completers from four different semesters. The findings will be used to assess the perceived effectiveness of the teacher education program.

The Professional Education Unit in the School of Education at Colorado State University received NCATE continuing accreditation status during spring, 1997. This NCATE accreditation status is for the next five years.

The graduate program in Counseling and Career Development recently was a successful applicant for CACREP (Council on Counseling and Related programs) accreditation in 1997. The program received full accreditation status for seven years.

A faculty member in the School of Education, Dr. William Timpson, was appointed Director of the University Center for Teaching and Learning. The purpose of the Center is to improve/enhance/enrich the quality of instruction by faculty at CSU.

A grant project, "Standards Alignment Through Partnership," was funded by the Colorado Commission of Higher Education and is now coordinated through the School of Education. A purpose of this project is to create a series of taskforce committees comprised of Arts and Sciences faculty with the public school faculty, administrators, and special education teachers to review Colorado's content standards and to consider an appropriate alignment between these content standards and the admission and retention standards at CSU.

The sub committee on Admissions and Retention has formulated a more objective process for considering the admission applications for those candidates who do not meet the established admission criteria. A score sheet has been developed and implemented, thus establishing a more consistent and systematic process for applicants.

A new position, Associate in Student Services, was created in the teacher licensure program to provide better monitoring and advising of candidates. Ms. Peggy Lofquist was added to the School of Education faculty effective fall, 1997. Her responsibilities include coordinating the efforts of the Admissions and Retention subcommittee, serving as a key advisor for science students, and assisting other students with general advising and related assistance services.

The student teacher evaluation forms which are utilized by university supervisors and cooperating teachers were revised to reflect more appropriate categories of assessment.

A faculty evaluation system was adopted during the 96-97 academic year. This evaluation system is based on a matrix of performance indicators. All faculty members are expected to demonstrate performance in three areas: teaching and advising (50% of workload), research and scholarly activities (35%), and service and outreach (15%).

The School of Education is currently participating in a University-coordinated six-year review of our educational programs. This comprehensive review examines existing academic programs and provides comparisons with similar programs at other peer institutions.

Adverse Developments

On July 29, 1997 a devastating flood occurred in Ft. Collins and at the University. Major damage, estimated at over $120 million, occurred at the University. The basement floor of the School of Education was completely flooded and all equipment, facilities, records, furnishings, etc. were destroyed. There was a well-equipped computer laboratory in the basement which was also destroyed. The Educational Resource Library was maintained on the basement level and most records and other resources were permanently lost in the flood. Included within these lost records were most of the NCATE files created for the 1991 and the 1996 NCATE accreditation reviews. Some replacement copies of some documents have been obtained from the CDE, but most are unavailable. Our Educator Licensing staff has endeavored to recreate some of the lost files, however, much of our archived materials no longer exist.

All faculty offices previously located in the basement have been relocated to other buildings on campus. Some classes have also been relocated to other locations on campus. To date, restoration of the Education Building is progressing well but the air conditioning and heating units are still under repair.

No education classes were canceled for Fall Semester, 1997. The academic and professional progress of our licensure candidates has continued relatively unimpeded. Overall enrollment in our courses remains high, as does the level of cooperation and support from students, staff, and faculty.

Among the damaged buildings at CSU were Morgan Library and the Lory Student Center. Library officials announced that the flood damaged nearly 500,000 books, periodicals, journals and other materials. The University has offered bus transportation to students and faculty from CSU to other major libraries in the region.

The Morgan Library also obtained priority status on the interlibrary loan program established with university libraries throughout Colorado and southern Wyoming. Requests for book titles lost in the flood have had first priority at other participating libraries.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

The goal of enhancing and enriching cultural and gender diversity of faculty and staff has significantly influenced the hiring process in the School of Education. The School has an active record in its efforts of recruiting and retaining faculty representing diversity. The ten most recently hired faculty in the School reflect this diversity: six of the ten faculty are women and five of the ten faculty are minorities. Additionally, the School of Education has utilized a "Bridge Program" to move Ph.D. graduates, who are from under-represented

groups, into active faculty positions as other faculty retire from the School. Two minority professional educators in the School of Education have recently transition from this program to the status of full-time assistant professors in the School of Education.

Presently a search is underway to hire a new faculty member to coordinate the endorsement areas of business and marketing.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Early Childhood Education- A series of meetings have taken place between personnel in the School of Education and the Department of Human Development and Family Studies to investigate the establishment of an Early Childhood Education endorsement program.

English- The new endorsement standards in English Language Arts were shared with the key advisors in this program. Discussions within the English department are ongoing with regard to curricular alignment with the new standards.

Mathematics- The new endorsement standards in Mathematics Education were shared with the two key advisors in this program. Discussions within the math department are ongoing with regard to curricular alignment with the new standards.

Science- The science endorsement program at CSU, much like the social studies endorsement, is not a part of one specific content-area major or department. Licensure candidates in the science endorsement area may come from a myriad of different content area backgrounds, primarily within the College of Natural Sciences. Therefore, the task of facilitating this area has been regulated to the faculty in the School of Education. Key advisors within the school are selected based on their prior academic and teaching experiences in the science content area. Efforts will be invested towards the review of our existing program in science with the new state standards in science. We anticipate that this effort will occur during the Spring Semester, 1998. A preliminary review by the Director of Educator Licensing has revealed that the existing program at the University is appropriately aligned with the new science standards. Further efforts this spring should enable a fine-tuning of the science program.

Social Studies- Currently, a team of key advisors in the School of Education and faculty in the social studies area are revising the social studies teaching concentration requirements to meet these modifications. A revised checksheet in social studies has been drafted and is currently being shared with key advisors in social studies. Also, department heads in those major content areas impacted by these changes are presently being notified and meetings set with the director of the Educator Licensing program.

Linguistically Diverse Education- A series of meetings occurred during the Spring Semester, 1997 and in the early Fall Semester, 1997 to review the new standards for the Linguistically Diverse: ESL program. Efforts are underway to redesign the ESL program as an undergraduate level preparation program. A series of meetings have also taken place between the School of Education and the College of Liberal Arts on the establishment of a Linguistically Diverse: Bilingual program.

Counselor Education- The Counselor Education program within the School of Education is presently reviewing recent changes in the Educator Licensing rules with regard to their implications on the program's admission requirements.

Special Education Teacher 1- Moderate Needs- Discussions have occurred to investigate the feasibility of establishing a Teacher 1-Special Needs endorsement program at CSU.

Professional Education (5.00)- the Teacher Licensure program was reformed and restructured effective fall , 1996. The changes to the existing model of teacher licensure in the School of Education were based on the following principles: the program will have practicum experiences integrated throughout; field experiences will be tied directly to courses and should be supervised by professors teaching the courses; the program will recognize the developmental progression of candidates.

Candidates will be expected to demonstrate specific skills as a direct result of their educator preparation program. Themes relating equal access to knowledge and democratic foundations will run throughout the program. Students will be actively selected into the program based on rigorous and established criteria.

School principal and School administrator- the preservice preparation program for licensing principals and administrators has undergone significant reform. A revised model for the preparation of principals and administrators was proposed and was adopted.

Fort Lewis College

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

None reported.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

All issues have been addressed in previous reports.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Fort Lewis College has completed program requirements to meet the new endorsement standards in Early Childhood Education and Elementary Education. Progress is underway in meeting the endorsement standards in mathematics, English, science, social studies and linguistically diverse. A faculty member has been assigned as liaison with the respective arts and sciences disciplines. A format consistent with state standards has been designed.

Metropolitan State College of Denver

Were there any supportive or adverse developments on your campus which had an impact on the institutions educator preparation programs?

A change in leadership of teacher education has been made. The position of Director of Professional Education was eliminated and a new position of Associate Dean for Teacher Education created. Dr. Barbara Baker was appointed to this position.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

Student teaching supervision ratio has been brought into line at 1.5 hour per student teacher. The Secondary Education program has been revised to meet new standards in field experiences.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Each academic discipline has received new endorsement standards. The mathematics department has revised selected courses and will be adding a discrete math course to meet math standards.

BEST COPY AVAILABLE

Mesa State College

Were there any supportive or adverse developments on your campus which had an impact on the institutions educator preparation programs?

Mesa State College Teacher Education Program and Mesa County School District 51 received a grant from the Colorado Partnership for Educational Renewal. We are in our first year of this Partnership and four schools from District 51 are involved in professional development for preservice teachers, practicing teachers, and college faculty. There has been strong support from the college and district administration for this program, and there has been growing interest from potential teacher candidates.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

N.A.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Copies of the new endorsement standards have been distributed to the Deans of Humanities and Natural Sciences. The Director of the Teacher Education Program has informed all the affected departments in schools of Humanities and Natural Sciences that endorsement standards have been modified. Meetings were held with chairs of the departments to explain how those changes will affect their programs and program revisions are in progress to meet those standards. Faculty in the Teacher Education Program are currently revising their course content to reflect the standards, and new courses are being designed to meet the needs of students who wish to be endorsed in Early Childhood, Middle Childhood, Early Adolescent, and Young Adult Education.

Regis University

Were there any supportive or adverse developments on your campus which had an impact on the institutions educator preparation programs?

University support continues at a high level for the traditional education program.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

A new technology course has been added. Elementary and secondary methods courses have been moved to public schools to be taught be public school teachers. Preservice field work hours have been extended by 25% in methods courses.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Revision are completed for the following programs: Elementary Education, English, Mathematics, Science, Social Studies, and Professional Education (5.00).

University of Colorado at Boulder

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

We continue to refine and enhance our partnerships program. This involves the entire School of Education and school-based experiences in the Teacher Education Program.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

We are currently preparing for an upcoming NCATE reaccreditation, preparing documents and anticipating an on-site-visit in Spring, 1999.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Because of the issuance of the latest CDE standards and upcoming NCATE visit we are revisiting requirements for all programs and will be making some revisions. CDE will receive a complete accounting of these revisions and how they interact with the latest CDE standards as soon as these revisions are finalized.

University of Colorado at Colorado Springs

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

The entire School of Education has moved to a new office and classroom building so that it is now more integrated with the entire campus.

Two new positions were created and filled in August, 1996, to support the new undergraduate Special Education program. A vacant position was filled in the graduate Special Education program at the same time.

A vacant position in educational leadership was filled in August 1997 after an extensive national search. Dr. Al Ramirez accepted an appointment as associate professor, coming to our campus from Central Washington University.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

The Teacher education program has continued to examine ways to align closely with the state standards for teachers. The following changes have been made for the 1997-98 cohort: course syllabi for TEP include the state standards which are addressed in the course; the assessment of portfolios is based on the areas of the state standards; all forms for evaluation of student teaching are aligned with the performance standards for teachers.

The Alternative Licensure Program was extended one semester. The program now takes two years to complete. This change was made to ensure that participants had time to synthesize the information being presented to more adequately prepare them for the resident teaching experience. This change did not result in additional credit hours.

A completely revised curriculum for the preparation of school leaders (principal licensure and administrator licensure) was implemented Fall semester, 1997. This comprehensive, standards-based, curriculum has received national attention as an exemplary curriculum.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Elementary Education: the advising sheet reflects the new content area requirements; Science: new advising sheets reflect the new science standards; the Mathematics and English programs have been revised according to the new standards; Social Studies; the checklist for advising is under revision. An academic major in history is being required for secondary social studies students.

Endorsement Standards for School Principal and School Administrator are fully integrated in the Educational Leadership curriculum and serve as outcome standards for student portfolios as demonstrations of competency.

BEST COPY AVAIL

University of Colorado at Denver

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

There were no significant campus activities which affected educator preparation programs.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

The following actions have taken place to address concerns indicated in the 1994 on-site report:

1. Team members were concerned that the advising of student in the Initial Teacher Education (ITE) program was inadequate. The following changes have been made: All students have the opportunity for a personal appointment with a ITE advisor at the beginningof their program for planning of class schedules, understanding areas of deficiency and receiving advice on program responsibilities; All students are given the software to access Colorado Education Online (the School of Education's e-mail system) and each cohort has it's own listserve on the system for the dissemination of advising information, schedule changes, and other items which affect students' educational experiences; An extensive student handbook is available for all students in the ITE program; Group advising sessions are made available for all students in the ITE program to provide information and guidance on how to apply for graduation and how to apply for and receive state licensure.

2. In Special Education there was a recommendation to consider hiring additional tenure track faculty members. For the 1997-98 academic year, two new tenure track staff members were added.

3. Two recommendations were made concerning the School Psychology program: add at least one new tenure track faculty member and consider adding a specialist degree to the program. Recruiting for the new faculty member continues. The request for a specialist degree is in process.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

The School of Education has developed an articulated plan with the College of Liberal Arts and Sciences concerning requirements for students planning a graduate program in education for teacher licensure. Program revisions, based on the new standards, have been made in elementary education, science, social studies, foreign languages and mathematics. Revisions to the remaining programs are currently underway. The professional education program (5.00), the school principal, and the school administrator programs (6.00) have been revised.

University of Denver

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

-N/A

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

N/A

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

For principal licensing we have recently increased the amount of instruction concerning student assessment data and its use in planning school improvement. We have also re-emphasized the budgeting and management activities. This is in response to new legislation and State Board Rules 6.07 (1)(e) and 6.12 91)(d).

University of Northern Colorado

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

There were several changes in leadership positions at the University of Northern Colorado. President Herman Lujan stepped down, and the Board of Trustees appointed Howard Skinner, Dean of the College of Performing and Visual Arts, as Interim President. Roger Kovar, former Dean of the College of Arts and Sciences, remained in the position of interim Vice President for Academic Affairs. Other changes have occurred in the colleges of visual arts, music and arts and sciences.

Within the College of Education there were several major changes with Dean Gary Galluzzo leaving on July 1, 1997 to assume the position of Dean of the Graduate School of Education at George Mason University in Fairfax, Virginia. Allen Huang, Director of the Division of Special Education, was appointed Interim Dean of the College of Education. He will serve in that capacity for two years. James DeRuiter, Professor of Special Education has assumed responsibilities as Interim Director of Special Education. Harvey Rude, Associate Dean and Director of the School for the Study of Teaching and Teacher Education, has returned to full-time faculty responsibilities in special education. Roger Eldridge was appointed Director of SSTTE and is responsible for the operation of the initial teacher licensure programs as well as graduate programs within the school.

A relatively small number of faculty retired or resigned in the past year. Full-time replacements have been hired for most of those vacancies. However, the Board of Trustees has adopted a three-year "University Plan" which calls for the reassignment of resources across the University's academic units. In that plan the College of Education is reduced by three faculty positions and one classified staff position.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

The redesigned initial professional teacher education programs (PTEP's) were fully implemented in the Fall semester, 1996. These programs have been significantly revised and all changes approved by the State Board of Education. Partner School arrangements were implemented with UNC students and faculty working on-site early in students' programs at 9 elementary, 3 middle, and 4 secondary schools, located in 5 area school districts and the UNC Laboratory School. Key elements in the redesigned programs are the delivery of significant portions of the professional education program in school settings and UNC faculty working on site collaboratively with K-12 faculty in the delivery of the program. Interim Dean Huang has directed that an initial comprehensive evaluation will be conducted during the 1997-98 academic year.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

The program in Early Childhood Education is developing a proposal for licensure at the undergraduate level, using the new endorsement standards. It is hoped that the program can reach full approval and be implemented by Fall, 1999.

A post-baccalaureate licensure program in Elementary Education was approved by the State Board of Education in 1997. Follow-up analyses will be undertaken with regard to the new State Board standards in Elementary Education and the NCATE standards/guidelines.

A comprehensive evaluation of the new Professional Education program (standard 5.00) will be conducted during the 1997-98 academic year and is expected to provide information that will be of value in reviewing how well the program meets new standards.

Preparation will begin shortly for the 2001 NCATE site review to be held in conjunction with the CDE site visit.

Changes have been made to the Principal and Administrator programs to reflect requirements of new legislation.

Endorsement areas are being reviewed to meet new SBE standards and in preparation for the next NCATE review in the following areas: English, mathematics, science, social studies, linguistically diverse, counseling, school psychology, school nurse, audiologist, speech/language pathologist, and orientation and mobility.

University of Phoenix

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

No adverse developments occurred on our campus to impact our programs.

Supportive developments include an increase in enrollment and the development of additional class sections. Additional qualified faculty members were hired. Many school districts support the University of Phoenix programs to prepare educators.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

Correspondence indicated a need to change the school counselor preparation program. The changes were made and submitted to the CDE for review. In addition, licensure changes as per memo on October 29, 1997 are being written into University of Phoenix curriculum. Documents will be submitted for approval to indicate compliance with licensure changes.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

The School Principal program is offered. The University of Phoenix completed the development of this program to meet all of the CDE conditions. A matrix of classes was submitted to CDE which indicated compliance with each standard.

University of Southern Colorado

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

We are currently undergoing our program review (required every five years). The outside evaluator who visited us was helpful and complimentary of the teacher education program. We are optimistic about the process.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

None identified.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

Early Childhood Education- We are developing a new Alliance linkage with District 60 to address Early Childhood. Co-chairs have been identified.

Elementary Education- We have added to interdisciplinary science courses that are required of all elementary education students. In Elementary Concepts of Science I and II, students learn the key concepts need for endorsement standards. In hands-on classes they study biology, chemistry, physics, geology and space. These courses also meet general education requirement for the University.

English, Science, Social Science- New secondary methods courses have been approved for the Fall 1998 semester. These new courses include required field experiences and more middle school theory and experience than ever before. The math program revisions are in progress.

Linguistically Diverse- The teacher education program is proposing a new Master's degree in this area to be reviewed by CCHE during the spring.

Professional Education (5.00)- Faculty have presented, attended and participated in twelve workshops involving standards based education in the past year. More courses are standards-based each semester and the new endorsement standards are provided to teachers. Recently eleven principals and administrators interviewed our Fall 1997 student teachers and the interviewers praised the students for their knowledge of standards.

BEST COPY AVAILABLE

Western State College

Were there any supportive or adverse developments on your campus which had an impact on the institution's educator preparation programs?

No.

Have you taken any actions to correct deficiencies or improve conditions which were identified as needing attention during a site visit or through correspondence?

We are at this time attempting to fill two faculty positions. As always we are working through the equal opportunity process in finding qualified people of minority ethnic background. In terms of gender, we now have an equal number of men and women on the permanent faculty.

Please indicate progress made toward meeting the new endorsement standards in: Early Childhood Education, Elementary Education, English, Mathematics, Science, Social Studies, Linguistically Diverse, Special Service areas, Professional Education (5.00), School Principal (6.00), and School Administrator (6.00).

The Department of Education and Geography directly controls two areas: Elementary Education and Professional Education. In both of these we have integrated the new standards and are teaching our classes accordingly.

In the other areas, different discipline areas of the college direct their specific curriculum, and are at various levels of progress towards meeting the new standards as follows:

English- a new curriculum in English Language Arts was put in place during the 1995-96 academic year. Many of the changes made were developed with future teachers in mind thus, the new standards have not led to a need for much change in the new curriculum. The process of fine tuning the new curriculum to the new standards however, is in process.

Mathematics & Science- both areas are a part of the statewide CONNECT project and as such have written and accepted new content standards in each field. These new standards are now in the implementation stage.

Social Studies- The new standards have meant new course requirements for future Social Studies teachers, and they are now in place. The faculty of the disciplines within the area, and especially of the content methods course, are now revising their course curricula to align with the new standards.